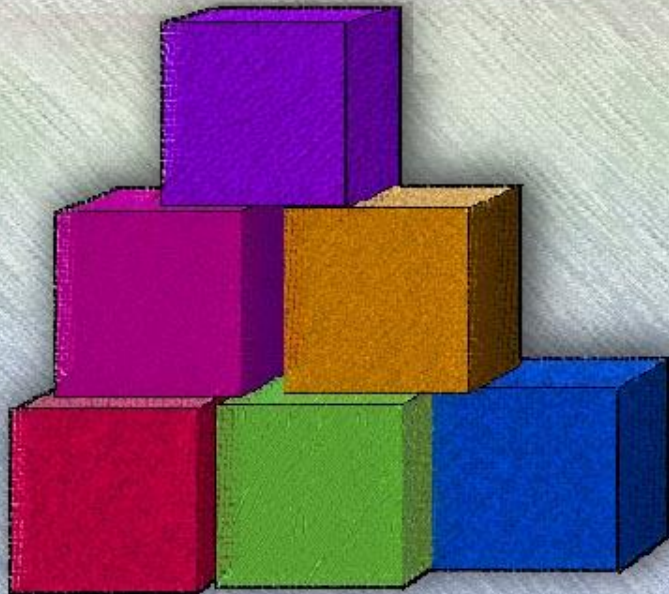


Successful Preparation for School and the Future:

Creating a Master Student



Carolyn Gentle-Genitty

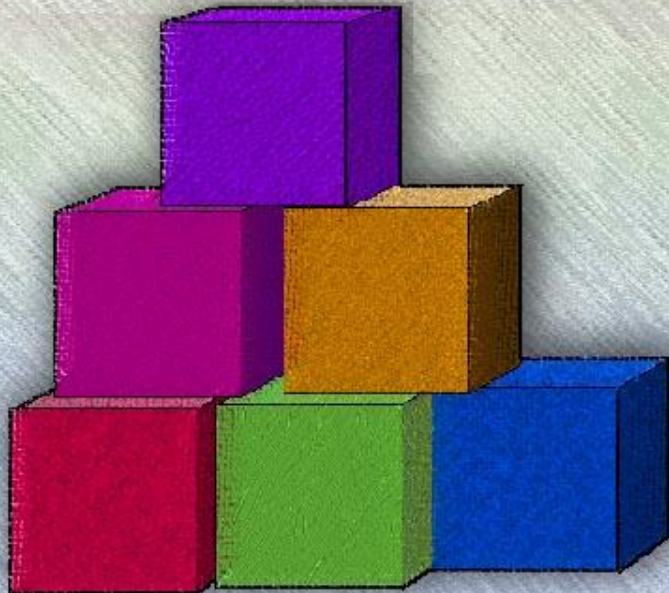
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August 22, 2009

Overview of Presentation

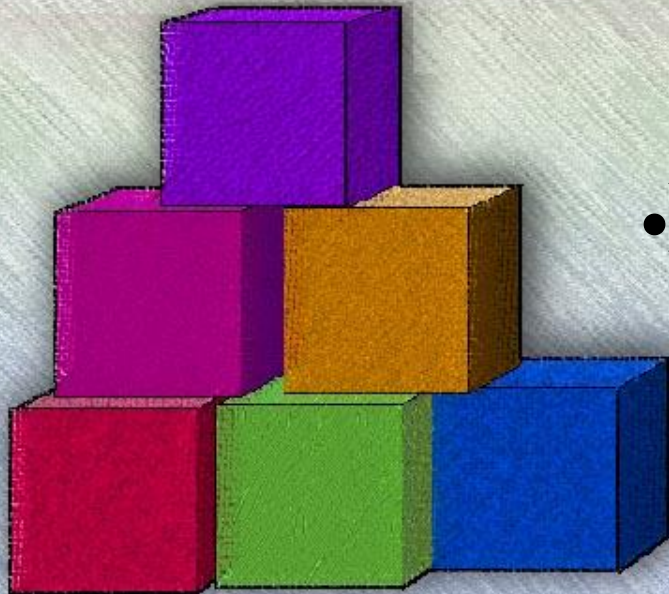
- Current Understanding of School & Student
- Concerns about early school leaving from recent study on
 - “*Chronic Truancy and the impact of social bonding*”
- Open for Discussion
- Closing



Today's Context:

Current Understanding of school & student

- Past Family Configuration
- Outsourcing of need
- Response to Truancy
(absences, programs)



Consequences of Truancy

- 60% daytime crimes committed between **8am & 3pm**
- Over **75-85%** juvenile offenders were formerly chronic truants (Colorado Foundation for Families & Children, 2001)
- **Increase arrests for**
 - aggravated assault (**91%**),
 - simple assault (**197%**),
 - weapons law violations (**138%**),
 - sex offenses (**121%**),
 - drug abuse violations (**105%**),
 - disorderly conduct (**116%**), and
 - curfew and loitering (**126%**)
 - (Snyder & Sigmund, 2006)
- **More youths than ever before entered the juvenile system in the period of 1980-2003.**
 - **LOST OF A Future**



❑ **Top 5 major school problems**

❑ **1 in every 100** students at-risk of truancy.

❑ **Age 14-16 it is 1 in every 10**

❑ **Of every 10 Black men in prison in 2004, 6 were school dropouts**

Children unaccounted for in school system

❑ **Texas 140,000 students to truancy per year**

❑ **New York City, daily average of 150,000 students**

❑ **Los Angeles loses track of over 62,000 students daily**

❑ **Detroit truancy investigation rate of over 66,440 per yr**

❑ **Milwaukee loses track of 4,000 students per day**

❑ **Philadelphia loses track of 2,500 students per day**

27 states = 1,572,179 unaccounted children in the US as of 2006

(Center for School Improvement Policy Studies Boise State University)

Indiana Stats

❑ **13%** -- about **16,000** children -- recorded **10** or more days of unexcused absences in the **2005-06** school year.
(*Indianapolis Star*, April 2007)

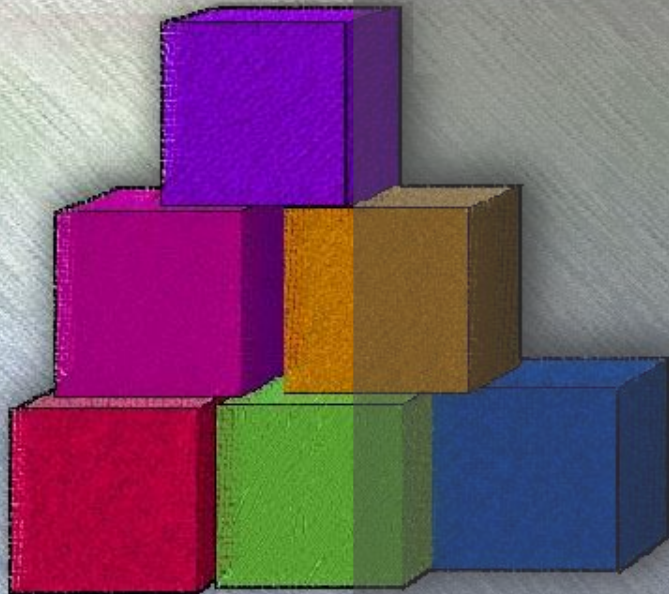
❑ **44%** of Lynhurst students were habitual truants in **2005-2006**.

❑ highest truancy rate **among middle schools in Marion County** (*Indiana Department of Education*)

❑ Wayne Township -- **1 in 3** students qualify as **chronic absentees**. (*Indianapolis Star*, April 2007)

❑ **IPS**, **18%** of students recorded **10** or more in **2005-2006**.

Preparing to Study Chronic Truancy



1 = Cause

Causes of Truancy

1. School-Related Incidents

(Richart, et al. 2003)

2. Zero Tolerance Policies

(Richart, 2001)

3. Inadequacies of the School System

(Kozol, 2005)

4. Tracking Absences & Absent Children

(Montecel, et al., 2004)

5. Student Engagement not Primary Responsibility

(George & Alexander, 1993).

6. Inability to meet Student Needs

(DeMedio, 1991)


7. Little focus on School Context

(Brundrett, 2004)

8. Not engaging Students @ behavioral, cognitive, & emotional levels

(Fredricks, Blumenfeld, & Paris, 2004).

Preparing to Study Chronic Truancy



2 = Context

Where?, Why?, When?, Who?

Where?

- In middle school and earlier (Roderick, 2003)

Why?

- Students not engaged in school
- Only academic needs – not psychological/social
- Being pre-disposed to violence (Dunlop, 1996)
- Other reasons as explored in the causes & handout

When?

- After leaving supported elementary schools to go fragmented middle schools (Schulenberg et al., 2004)

Who?

- All children
- Mainly Blacks & Hispanics (Clark, 1994)
- Gifted students from ‘dumbed-down’ curriculum (Yecke, 2003)

4C

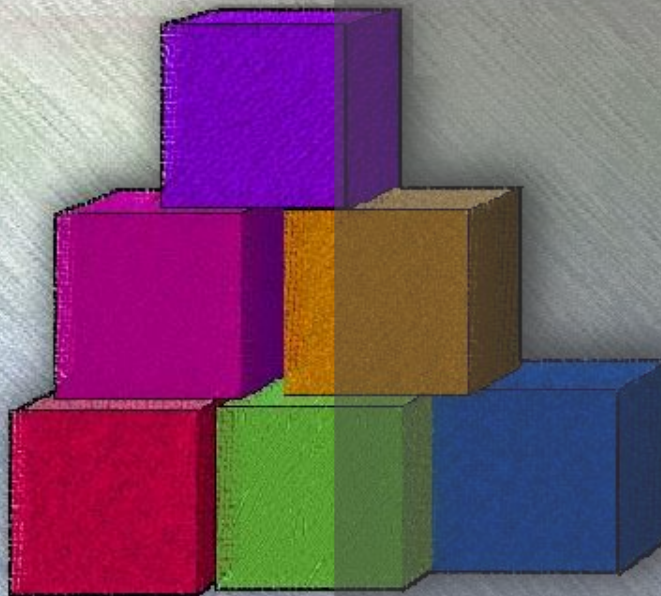
Focus

Polk and Schafer (1972)

❑ if it is “the way institutions relate to young people, and ... [their contributions to the] process that creates youthful deviance, then it is these institutions that must be corrected, not the young who are its casualties” (p.7).

Focus:

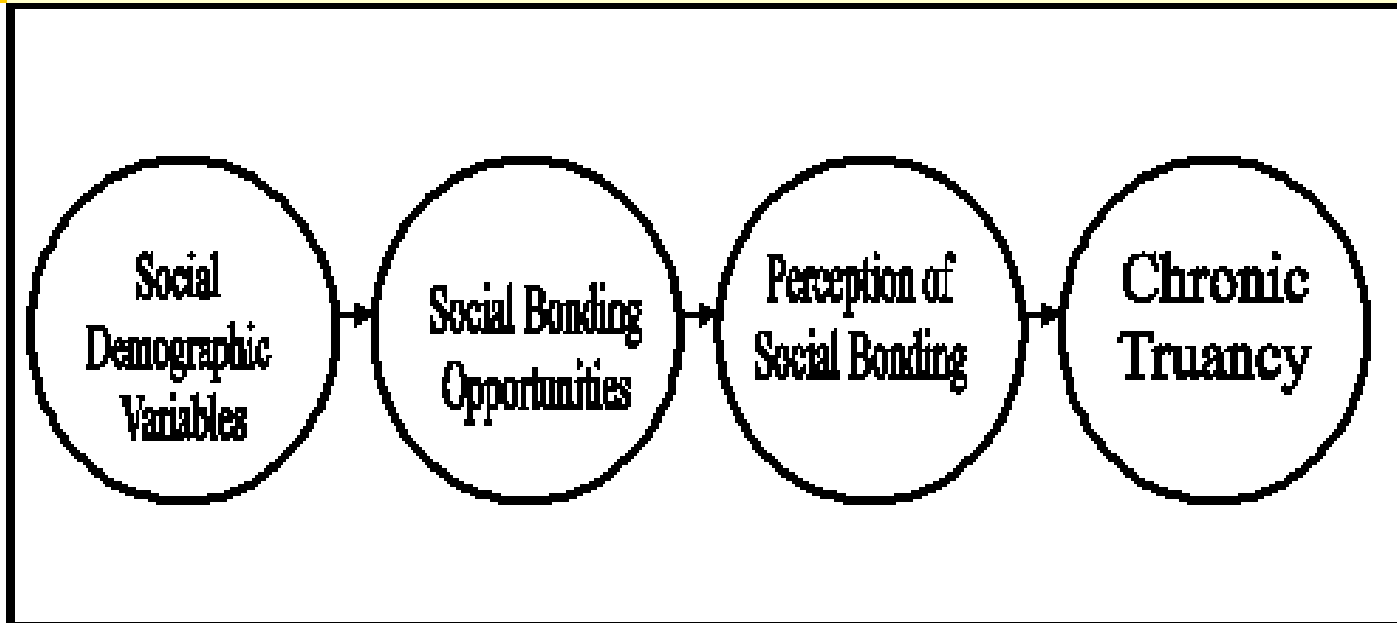
Area: Middle Schools



4C

Focus

Framework



Study Design Methods

Population: Principals (schools, children, parents, teachers)

- **most informed persons within the school** system to provide perceptions

Location: Indiana (time, access, & cost)

Method: Survey [Online] (Availability & Cost)

Why: Explore Social Bonding

Assumption ... > *class, ethnicity, location*
&

Hough (2003) called for more research that ...

- Enhance **understanding of schools' climate and environment** on students' bond to school and
- Studies that enhance **replication and generalizability (survey)**.



Study Sample



428 schools invited based on those listed on (IDOE) website as of March 2007

45 cases were dropped for various reasons

- ☐ 21 returned as **undeliverable** emails,
- ☐ 21 **failed** to go to their respective respondents due to them being out of office, no longer employed at location, or moved,
- ☐ 3 were **duplications in the data set**, and

144 Responded (45 private & 99 Public)

Of 45 Private Schools

- ☐ Less than **25% of their responses were complete**.
With comments such as:
 1. “To be frank, we **do not experience truancy**. It may be because parents are fully involved and paying tuition. Also, students seem to enjoy attending school.”
 2. “We **do not have any problem with truancy** at our school.”

Private schools removed from the sample resulting in **study sample of 99 public middle schools**

33% Response Rate (302 public schools invited)

School Demographics

Location

- ☐ 57% **Rural**
- ☐ 23% **Urban**
- ☐ 19% **Suburban**

(similar to the population from which the sample was derived)

School size

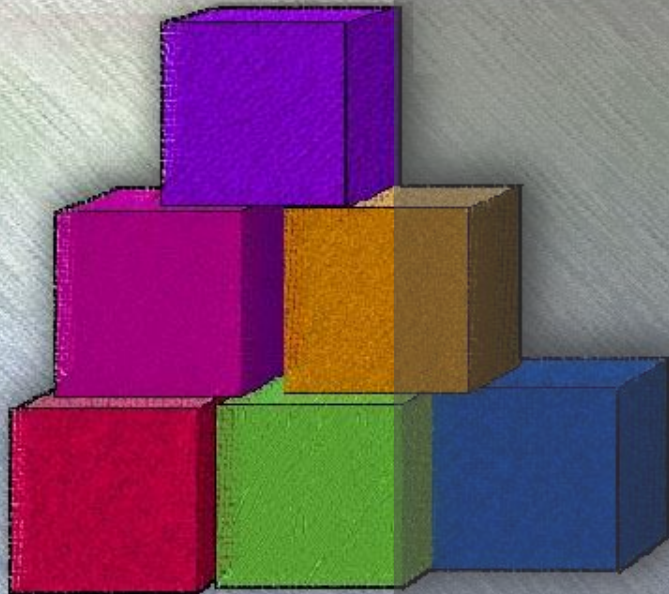
- ☐ 10 – 1,000

Race

- ☐ Over 85% white

Mean Class Size

- ☐ 24



General Study Findings

(Descriptive)



Does Well

- ❑ Well at building opportunities for attachment (50%) and involvement (34%) in their school

Thematic Responses based on Measures of Social Bond	Total % from each rank
<u>Opportunities for Attachment</u> “great student-ratio, mentoring,, provide role models, kind teachers, and safe environment”	50
<u>Opportunities for Involvement</u> <u>(attendance)</u> “activities, strong extracurricular programs, sporting events, group gatherings, and field trips”	34
Opportunities for Belief (<i>rewards etc.</i>)	9
Opportunities for Commitment (<i>membership</i>)	7

Areas for Improvement to build bond

General Study Findings Cont'd (Descriptive)

Categories	Valid % per Rank
Relationship Building <ul style="list-style-type: none">• Individual meetings,• Survey of student interest,• Reaching all kids,• More opportunities to get involved,• Reaching out to disengaged students more deliberately,• Time with staff, and• Be more sensitive to student perception of fairness and equity among others.	50
Life Skill Development <ul style="list-style-type: none">• Teaching respect• Student empowerment• Socialization skills	12
School Environment Enhancements	10
More Parent Involvement	9
More Teacher Involvement	7
Academic Related Programs	7
Other	5

General Study Findings

Cont'd

(Descriptive)

Who is most responsible for creating social bond?

Rank	Total # of respondents for each choice	
Rank 1	Parents	108
Rank 2	Student him/herself	96
Rank 3	School	94
Rank 4	Teachers	75
Rank 5	School Principals	61
Rank 6	Community	61

What contributes the most to chronic

Factors	Percent Contribution
Family/Parental Influence	62
School Factors	18
Home environment	13
Other	6
Student Abilities	2

Conclusions

- ✓ **Rates of chronic truancy is influenced by schools' social bonding opportunities and principals' perceptions of students' social bond to school**
- ✓ Invest in building school environment
- ✓ Invest in school programs and opportunities for students to be
 - Involved, Committed, Attached
 - And to believe in value of school
- ✓ Counting absences no longer helps to understand entire picture of truancy
- ✓ Black and Hispanic students are not fully supported
- ✓ Policies of Exclusion do not help to respond appropriately to truancy



Questions & Remarks

